DOCUMENT RESUME

ED 098 511 CS 001 421

TITLE	You Can Help in the Right-to-Read Effort.
INSTITUTION	Office of Education (DHEW), Washington, D.C. Right to Read Program.
REPORT NO	DHEW-OE-74-00104
PUB DATE	74
NOTE	5p.
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	*Information Dissemination; *Organizations (Groups); Reading; Reading Development; *Reading Improvement; Teachers
IDENTIFIERS	*Right to Read

ABSTRACT

This brochure prepared by the National Right-to-Read Effort of the United States Office of Education suggests ways for individuals, organizations, and communities to assist in the solution of the nation's reading problems. The contents include: "Planning Steps," which reviews sources of information such as schools, libraries, service organizations, churches, welfare offices, employment agencies, volunteer bureaus, and institutions; "Action Steps to Help Right to Read," which presents various Right to Read projects for groups and individuals, including service as teacher aides, reading to children in libraries, participating in teacher exchange programs, preparing a Christmas gift book display and sale, establishing public reading information booths, compiling a list of reading-related services in the area; and "Activities Particularly Suited for Reading Associations," which discusses compiling and publishing a list of recommended supplementary reading books and materials, preparing a questionnaire to serve local reading needs, preparing a list of reading resource persons who are available to answer questions and serve as speakers, and sponsoring content area reading conferences. (WR)

BEST COPY AVAILABLE

The National Right-To-Read Effort of the U.S. Office of Education offers the following suggestions to you, your organization, and community for assisting in the solution of this Nation's reading problems.

PLANNING STEPS

Identify reading needs in your community by contacting resource groups such as:

▪ schools ▪ libraries ▪ school-based adult programs ▪ service organizations ▪ private groups: churches, business, industry ▪ institutions: juvenile, penal, hospitals, rest homes, et cetera.

Contact other sources of information such as:

▪ welfare offices ▪ high school dropout lists ▪ employment agencies ▪ health centers and counseling services ▪ private groups: hotline sponsors, et cetera. ▪ selective service recruitment offices ▪ county agriculture—extension agents, et cetera. ▪ voluntary action centers—volunteer bureaus

(Ask who needs help and what the community can do to create a better reading environment.)

Catalog existing resources and reading programs which offer potential for meeting the reading needs in a community.

Match the resources and the needs.

ACTION STEPS TO HELP RIGHT TO READ

Adopt a Right-To-Read project

- Participate and cooperate in joint community meetings between members of various professions or civic groups and reading personnel.
- Sponsor a "Right-To-Read Week" or a "Right-To-Read Day" and plan something special for this occasion—posters, meetings, articles in the newspapers, programs at school, banners on light posts, lapel buttons, and other means that will make people aware of the Right-To-Read Effort.
- Compile a list of reading-related services in your area.
- Sponsor and attend public workshops and conferences on reading.
- Sponsor a community vote for the "Teacher of the Year" and honor the winner for a day or week.
- Sponsor a "What Is Right To Read" program for a local TV talk show.
- Present a radio or television program on a topic of interest to parents and children.
- Establish reading programs in jails, detention centers, rest homes, and hospitals.
- Provide the opportunity for non-English-speaking minority groups of children and adults to learn to read their dominant language as well as to speak, read, and write English.
- Establish public reading information booths in supermarkets, laundromats, clinics, welfare offices, and tenant management offices.
- Hold a book exhibit, featuring recommended children's books and information on where to obtain them, to help parents select worthwhile books for their children.

- Set up a volunteer typing pool to help teachers prepare the materials they need for individualized teaching.
- Prepare handouts to parents on how they can help prepare their children for reading activities.
- Establish tutoring projects in and out of school.
- Set up home or community groups for children to view and follow the *Sesame Street* and the *Electric Company* programs.
- Set up neighborhood coffee groups for viewing and discussing *Sesame Street*, the *Electric Company*, and other educational programs related to the Right-To-Read Effort.
- Ask librarians and teachers to draw up a list of popular children's books that parents may use in purchasing children's gifts.
- Sponsor storefront or sidewalk reading classes, story hours, or puppet shows.
- Sponsor a Young Authors' Conference.
- Plan with the city editor and cooperating teachers a children's page in the local newspaper in which children publish their literary and artistic works.
- Serve as teacher aides.
- Read to children in libraries.
- Provide paperback books for children.
- Establish scholarships for graduate degrees in reading.
- Set up a file of resources for pupils who may need special help beyond that of the school or teacher.
- Assist in the instruction of institutionalized children and adults.
- Prepare a Christmas gift book display and sale.
- Ask printer or school-printing class for help in printing reading placemats, bookmarks, bumper stickers, shopping bags, and buttons to distribute to restaurants, libraries, grocery stores, filling stations, schools, et cetera.
- Form a panel of experts with diverse occupations—businessmen, editors, politicians, et cetera—to discuss the particular reading and writing skills needed in their respective fields.
- Find out what your State department of education is doing about reading and the Right-To-Read program and then offer your help.
- Sponsor teacher-exchange programs for improving reading.
- Keep informed and up-to-date through personal reading on reading problems and performances, study the research on different approaches to reading instruction, and attend classes and workshops.
- Join various organizations that exert pressure upon State departments of education and college curriculum committees to:
  - Train reading-resource teachers.
  - Include additional courses in methods of teaching reading in the training of classroom teachers.
  - Form and enforce improved standards for reading specialists.
  - Form and enforce improved standards for reading programs.

BEST COPY AVAILABLE

ACTIVITIES PARTICULARLY SUITED FOR READING ASSOCIATIONS

- Sponsor a "cut up" night. Members may bring spools, string, paper, and other materials to the meeting; group themselves according to like reading interests; and create a workable reading project or game for their classes.
- Compile informal reading inventories. Each member should supply a textbook for every grade level in a "content area," so that the inventory includes materials above and below the grade level of his class. The members then group themselves according to subject matter and publisher to construct the inventory.
- Prepare a questionnaire to survey local reading needs. Send it to all administrators, reading teachers, classroom teachers, parents, and older children; publicize the results.
- Prepare a list of reading resource persons who are available to answer questions and serve as speakers at civic groups' meetings, teacher workshops, PTA meetings, church activities, and reading councils.
- Compile and publish a list of recommended supplementary reading books and materials.
- Conduct a dial-in evening radio program so that citizens may call and ask panel members questions on reading.
- Train and evaluate volunteers for schools and homes; i.e., parents, teenagers, and student teachers.

BEST COPY AVAILABLE

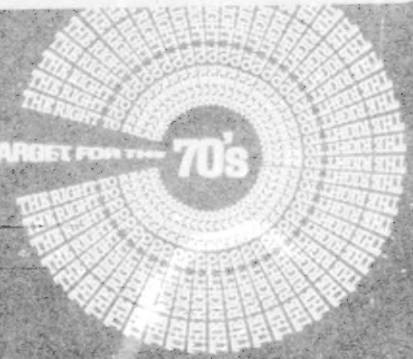
- Set up store window book exhibits and display books for both adults and children.
- Distribute the Educational Resources Information Center (ERIC) + International Reading Association (IRA) Micromonograph Series to stores and civic centers. (These small, inexpensive pamphlets can be purchased from the IRA and are prepared especially for parents concerned about their children's reading progress. They include such titles as: "What Is Reading Readiness?" and "How Can I Get My Teenager To Read?")
- Sponsor a do-it-yourself night in reading centers or classrooms for parents who need to improve their reading skills.
- Inform parents of good books that they might read for answers to their questions on reading problems and processes.
- Sponsor "content area" reading conferences.
- Prepare a checklist for classroom teachers of the specific reading skills needed for student proficiency in each content area.
- Ask parents to submit questions concerning reading processes and publish the answers in booklet form.
- Demonstrate the use of informal reading inventories and readability checks to help those who are not familiar with these tools.
- Arrange breakfast meetings and invite special consultants with whom members may eat and talk.
- Demonstrate in homes or schools reading-readiness projects for parents.

GPO : 1974 O - 550-221

ED 098511

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

BEST COPY AVAILABLE



You Can Help in the Right-To-Read Effort